PEACE CORPS Volunteer

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Senior Staff to Take 2 Weeks Of Puerto Rico Training

Sargent Shriver has announced that top Peace Corps officials will undergo two weeks of training with Volunteers at the two Peace Corps camps in Puerto Rico.

The camps, Radley and Crozier, are designed to present trainees with mental, physical, and emotional challenges which build confidence and self-awareness.

In the next year, more than 90 members of the Washington staff will be sent in groups of five to join prospective Volunteers in training there.

"The better we know the Volunteers, the more competently we can do our work," Shriver said in announcing the plan. "I don't know a better way for each of us to get to know the Volunteers more realistically than actually to go through two weeks of the training cycle with them.

"I emphasize *with them*, because I want you not to go to Puerto Rico as spectators or teachers or supervisors or advisers but as *participants*. You will be expected for these two weeks to go through every training exercise exactly as a Volunteer does. You will live with the Volunteers as they live.

"The benefits of this should be reciprocal. The Volunteers will get to know Peace Corps Washington staff members on a personal basis and not as 'bureaucrats back there.' You will come back, I believe, with a fresh and new appreciation

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DELIVERY DAY for 30,000 books brought this scene at the harbor of the West African city of Freetown, Sierra Leone, as the volumes were unloaded by sailors from the U.S.S. Spiegel Grove, which had carried them from Norfolk, Va. The books, many of them primary-school readers, were donated to Sierra Leone by the Agricultural Technical Assistance Foundation of Los Angeles, Cal., largely through the efforts of Volunteer Sue Sadow (right) of San Francisco. Miss Sadow, 66, skilled in social work and domestic science, lectures in home economics in Sierra Leone.

Fellowship Plan Set Up By Foundation

The Ford Foundation has announced a program for returning Peace Corps Volunteers and others with similar experience in a developing country to increase the number of Americans trained in professions and interested in careers in international service.

The Peace Corps Fellowship Program has received a grant of $400,000 and will provide about 50 graduate fellowships the first year. The program will be administered by the Inter-University Committee on Study Fellowships for International Development.

Fields of study include such subjects as economics, education, agriculture, public health, public administration, political science, business administration, engineering, community development, and the teaching of English as a second language.

Study Requirements

In addition to the normal professional curriculum, study requirements will include the theory and practice of development and, as appropriate, the language and culture of a particular region.

The selection of institutions will depend on several factors, including the applicant's preference and the availability of special instruction in the appropriate professional fields and in the problems of developing areas.

This year, the universities invited to participate include the University of California at Los Angeles, University of Chicago, Cornell, Stanford, Columbia,

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Norway Approves Funds For Volunteer-Service Unit

Norway's National Assembly has appropriated the equivalent of about $70,000 to establish a "peace corps." Some 20 volunteers will serve in pilot projects to several countries.

The program will be directed by the Norwegian Development Aid Agency, which will make contacts with countries desiring Norwegian assistance.

Prospects Were Unpromising

Bolivia Volunteers Make a Go of Urban Jobs

Has an urban assignment got you down? Do you crave the boondocks?

Early last fall there were in Sucre, Bolivia, five public-health Volunteers whose prospects seemed most unpromising. One of them, a nurse, had an unpleasant dispute with a Bolivian doctor largely because of a language difficulty. She and the other Peace Corps nurses all felt resented by their Bolivian coworkers.

Gerry Marr (Lismore, Minn.), Frances Valdez (Trinidad, Col.), Pat Vessel (Fargo, N.D.), and Judy Worms (New Munich, Minn.) all shared a suspicion that it might not be easy to establish real rapport with the people of Sucre, a small city dominated by its old and honored university. Instead of requesting a transfer to a rural assignment, however, they decided to stick it out.

Within six months they had made contact with hundreds of poor families through a milk-distribution program. They had established four model wards in the local hospital to help in training nurses. They had helped to set up and teach a credit course in English-language medical terminology at the university medical school. They had put into operation two free dispensaries and were training young Bolivians to assist in staffing them. They were broadcasting regular public-health and nutrition talks in Spanish and English over a local radio station.

A campaign to mobilize young people to renovate an orphanage had resulted not only in the rehabilitation of the institution but also in a remarkable outpouring of public spirit and the beginnings of what may become a Bolivian voluntary-service corps.

The enthusiasm of the young Bolivians, led by a law student from the University of Sucre, was too strong and too articulate to be dismissed as a passing fad. These Bolivians had been moved by the sight of Peace Corps Volunteers working for their community, and they sought ways to express their own sense of civic responsibility.

Jim McTigue (Braintree, Mass.), a pharmacist and Volunteer Leader in Sucre in those early, difficult months, was largely responsible for organizing the Peace Corps breakthrough. To accomplish his ends, Jim found out what made Sucre work, who the leaders were, what the city needed and wanted.

The Gift for People

He has what the Latins call the *don de gente,* the gift for people. The local prefect agreed to contribute from public funds the equivalent of $18 toward the orphanage rehabilitation. Through a clerical error he gave Jim a check for 10 times that amount. By the time the error came to light, the money had been spent, thus denting the prefect's budget. But Jim and the prefect are still the best of friends.

What made the Peace Corps work in Sucre is difficult to say. Part of the secret, certainly, was Jim McTigue's effort to develop contacts with people who were sympathetic and who could give sound advice. An hour or so of patient listening was far better than a hastily organized project.

Patience pays off in other ways, too. Watching Jim McTigue take several hours off to act as godfather to the 12th child of an unemployed laborer was to see what the *don de gente* can really accomplish.

Suitable Projects

The Peace Corps projects in Sucre were sound because they posed no sharp threat to the established scheme of things and because, in general, they led naturally into other ways to achieve Peace Corps goals.

The milk-distribution program was an entré into the lives of thousands of persons who could then be persuaded to seek the medical attention that was available only if they asked for it. It was an opportunity to introduce concepts of public health and of nutrition which these people were not aware of.

Teaching a course at the university led to wider contacts with a variety of students eager to sit up half the night discussing politics and world affairs. The orphanage renovation brought a fresh awareness to the people of Sucre of what community effort can achieve.

None of the Sucre Volunteer nurses was working in quite the way she expected. But out of initial discouragement in an urban assignment came a usefulness and effectiveness that fulfilled their hopes.

LESSON FOR GIRLS is conducted by Volunteer Mary Seberger, who is showing 5-V club members at Nirgua, Venezuela, how to cut fabric for dressmaking patterns. The clubs are like 4-H clubs in the United States. Back home at Cozad, Neb., Mary was a county extension agent.

N. Y. Executive Joins Staff in High Position

Charles C. Woodard Jr., vice president and assistant to the president of Westinghouse Broadcasting Co., New York, has been appointed Associate Director of Peace Corps in charge of Public Affairs.

Woodard, 39, joined Westinghouse Broadcasting in 1957 from Columbia Broadcasting System television in Los Angeles and New York.

Charles Woodard

He served as the mayor of his home community, Hastings - on - Hudson, N.Y., from 1959 to 1961. He is now president of the Board of Education and also a director of the Children's Village, Dobbs Ferry, N.Y., a residential center for the treatment of disturbed and delinquent boys.

In his Peace Corps position, which he assumes in June, Woodard succeeds Bill Moyers, now Deputy Director. Richard Graham, who has been serving as Acting Associate Director of the Office of Public Affairs, will become Peace Corps Representative in Tunisia.

The Office of Public Affairs is responsible for recruiting activities and for agricultural, community, and professional and technical relations.

Woodard is a graduate of the University of California at Los Angeles—his native city—and of Stanford Law School. He is married and has four children.

Film Strip on Agriculture Shows Volunteer Work

A film strip showing scenes of Volunteers engaged in agricultural work is now available for showing before interested groups wanting to learn about Peace Corps opportunities for persons with farm training or background. Shown in the film are scenes from Volunteer work being done in Colombia, Brazil, El Salvador, Venezuela, St. Lucia, Jamaica, Dominican Republic, India, Tanganyika, Somalia, Chile, and the Philippines.

The 16-minute strip, with recorded narration, is available through the Office of Public Affairs, Washington 25, D.C., or through Peace Corps Service Organizations in 17 cities.

100-Plus Returning Volunteers Applying for Jobs With USIA

More than 100 Vounteers completing service this year have applied for jobs with the U.S. Information Agency.

USIA, one of several government departments and agencies seeking to attract returning Volunteers, has appealed directly to Volunteers to consider service with its overseas staffs.

USIA is expediting the examining process by giving examinations overseas and by providing for the testing and evaluation of applicants to live, act, and learn in a foreign environment.

The Agency for International Development has as yet made no direct appeal to Volunteers finishing service, but as of May 1 AID had received 18 applications from Peace Corps Volunteers.

The State Department, interested in obtaining returning Volunteers for the Foreign Service, has a July deadline for its examination and applications have just started coming in.

About 700 Volunteers complete service this year, beginning in June. Some 35 per cent have indicated an interest in government careers.

The Peace Corps itself plans to hire a number of returning Volunteers to fill positions on both its Washington and overseas staffs. Peace Corps Representatives in host countries have been supplied information on application procedures. Interested Volunteers should ask their Representatives for information and for copies of the Application for Federal Employment (Form 57).

Starting salaries will depend upon the background and skill of each Volunteer, but, for the most part, will range from $4565 to $8500 per year.

Volunteers interested in working for the Peace Corps should apply as soon as possible. By May 1, more than 30 Peace Corps jobs had been offered to Volunteers returning this year.

An executive order by President Kennedy makes it possible for government agencies to appoint former Volunteers to the competitive career service.

Volunteers who have served satisfactorily can take a special examination prescribed by the Civil Service Commission and serve a specified probationary period in order to qualify.

In a memorandum accompanying the order, President Kennedy said:

"As I have stated before, I am most anxious that the valuable experience and the demonstrated capabilities of the men and women who have volunteered to serve under the trying conditions which confront Peace Corps Volunteers not be lost to the federal service."

VACCINATION TEAM consisting of 16 women voluntary workers, doctors, nurses, and Volunteers Tom Smith of Philadelphia, Pa., and Esther Warber of Detroit Mich. (right, in rear row). They undertook a program to innoculate children of Guayaquil, Ecuador, against tetanus, diphtheria, whooping cough, and smallpox. The 16 vaccinators were recruited from a community-center first-aid class of Volunteer Warber; Volunteers Jane Phillips (Esparto, Cal.) and Smith helped to gather supplies. Money, needles, vaccines, and even fabric for uniforms were obtained through businessmen, the Rotary Club, and Sanidad the Ecuadorian health agency. The vaccinators worked daily for four months, and some 4,000 children received the series of three shots.

'Peace Corps in Malaya Has Made *FAIR* Start'

Norman Parmer was Peace Corps Representative in Malaya from the fall of 1961 until January of this year. He received his M.A. in history from the University of Connecticut, and his Ph.D. from Cornell in 1957. He was chairman of the history department at Northern Illinois University from 1959 to 1961, and has recently resumed his position there. The following is excerpted from an article printed in the Malaya Volunteer newsletter, *Subsistence*, following his return to the U.S.

By Norman Parmer

These days it seems that when making farewell remarks it is customary to pass compliments all around, praise accomplishments of the past, and prophesy great things to come. A little backpatting is a good thing. Something in our mental make-up seems to require it from time to time.

In the case of Peace Corps Malaya some praise is in order, for there have been some achievements. Most of you have adapted well to your jobs, developed Malayan friendships, and learned something about Malaya and Malayans. No doubt you have also helped Malayans have a little better understanding of America or at least of one American. Hopefully when you go home, some people will be interested in your overseas experience and thereby you will spread some knowledge of Malaya among Americans. Beyond this, some of you have embarked on particular projects which will be of special benefit to Malayans. Congratulations to you all on these achievements.

Having paid you compliments, I must go on to say that I would not be quite honest with you or myself if I let it go at that. The fact is that I rebel a little against the unqualified praise I hear for the Peace Corps from visitors and I sometimes read in journals. No doubt, in general the Peace Corps is doing well. But is it really so good as some make it out to be? Maybe I have been too close to the job to see the matter in its true perspective. Perhaps I know you too well as individuals to see the big picture. Maybe I'm too cautious. But whatever the reason, I don't think the Peace Corps is quite as good as some make it out to be. A little less praise and much more hard work seem in order.

I cannot speak about the Peace Corps in other countries. But I would like to suggest that the Peace Corps in Malaya has made a *fair* start. It has been no more than that. The potential of the Peace Corps in Malaya has not even begun to be realized. Adjustment to job, climate, and the new social environment have been good, but these should not be equated with success, personally or for the Peace Corps. Such adjustments are at most only the necessary prerequisites to improving and expanding on one's usefulness, one's work.

You may ask, what work? What can I do? The answers cannot be supplied by any member of the Peace Corps administration. Each individual's work-and-living situation is different; each person's interests, initiative, energy, and personal tact differ. Moreover it would be presumptuous and ill-conceived for a staff member to tell you what you can or should do. But obviously there is a lot to be done. A number of Volunteers have found or developed useful projects ranging from book collections for school libraries, through toy collections for children's wards, leading Girl Guide troops, and helping handicapped children, to working in one's spare time in a state land-development scheme. But at most, probably not more than 30 per cent of you have developed such projects.

It goes without saying that one's job comes first. That should be done to the best of one's ability. But beyond the job, every Volunteer should have at least made an effort to perform some useful work of lasting significance outside his formal work assignment. Such efforts need not necessarily be individual. If the day-camp scheme proves successful, this is one way in which groups of Volunteers can make worthwhile contributions. Day-camps are, however, only one idea; surely there are many others. The Volunteer Advisory Council might be a useful forum at which ideas for Volunteer group efforts might be discussed. Perhaps you would say that the administrative staff should make proposals. You can be sure that the staff should make proposals. You can be sure that the staff will do its best in this respect. But the Peace Corps is Volunteers. The staff is there primarily to give guidance and assistance.

In thinking about what you can do, I suggest you start by reconsidering why you joined the Peace Corps. What were your reasons, your motivations? What did you hope to contribute, to accomplish by joining? What did you (or do you) want the Peace Corps to be? What have you done since your arrival in Malaya to contribute to the Peace Corps goals and its achievements to date? In thinking about these questions, don't shift the responsibility for any negative answers to anyone else—to the Washington or Kuala Lumpur administrators. Consider that you are in fact in Malaya; you are left pretty much alone as to your work and social relationships. How much initiative have you displayed? Ask yourself what you have done and what you can do with what you have to work with.

"TIGHTEN UP THAT CLAMP if you don't want the sleeve to leak," Volunteer Bill Robertson tells a student. Bill, from Malvern, O., teaches plumbing at rural youth camp in Jamaica.

Tubman Sees Object Lesson In Peace Corps

Liberia's President William V. S. Tubman recently told Peace Corps Director Sargent Shriver that the Peace Corps is "an object lesson for all of the world to emulate," and added that "even Liberia should organize a Peace Corps."

Tubman made the statement in Monrovia Apr. 19 at a dinner following the conferral of an honorary degree on Shriver by the University of Liberia.

The degree ceremony was one of the highlights of Shriver's two-week tour of four West African countries: Senegal, Sierra Leone, Liberia, and Ghana.

In other comments about the Peace Corps, Tubman said:

"The Peace Corps has done as much—or even more—for friendship between the nations of Africa and the United States of America than all the U.S. government loans and grants."

In accepting the honorary degree of Doctor of Civil Law, Shriver said of the Peace Corps operation:

"We come simply to contribute our skills, under your leadership, in your efforts to develop your country in your own way. And the fact that we have found thousands of young Americans qualified and willing to do this tells us something about the United States. It gives us a clue to a basic characteristic of the American people—too often concealed beneath the surface of American life—but which is today at the center of our attitude toward the world."

Liberia is presently host to 89 Volunteers. Sierra Leone has 123, Ghana has 113, and Senegal has 33.

A total of 1386 Volunteers is at work throughout 16 African countries, with 132 more in training for projects in Africa.

In addition to the scores of Volunteers Shriver visited, he talked also with officials in the host countries, as well as with Peace Corps Representatives who met in Monrovia for a regional conference.

Buying Ladder Books

Volunteers interested in Ladder Books (editions using English vocabularies of 1000-5000 words) or Student Editions (low-priced paperback reprints) must buy them through local overseas retailers. They are not available through New York publishers.

Volunteers should contact U.S. Information Service representatives in their host countries for names and addresses of local retailers.

ROYAL VISITOR, Princess Beatrix of the Netherlands, during her recent stay in Washington paid a call on prospective Volunteers in training at nearby Georgetown University for service in Afghanistan. The princess, who has concerned herself with unofficial youth-service programs, was questioned by the trainees about her country's recently established 'peace corps' for service abroad.

Volunteers' Living Allowances Change—Some Rise, Some Fall

As part of the Peace Corps' continuing effort to keep the living standards of Volunteers adequate and also at a level equal to that of their host-country coworkers, monthly living allowances in several countries have recently been revised—some upward, some downward.

Adjustments have been based on reports from some countries that Volunteers had more than adequate funds and from others that Volunteers were receiving funds inadequate to cover basic needs.

For example, allowances have been reduced in Nigeria (from $163 to $149), Tanganyika ($182 to $160), Bolivia ($150 to $125), and Colombia ($150 to $119). Allowances have been raised in India (from $63 to $70) and in West Pakistan ($75 to $81). Adjustments have been made in other countries as well.

Living allowances vary widely, even within a country. Venezuela Volunteers living in the cities of Caracas and Maracaibo receive $189; some in rural areas receive $167. In parts of the Philippines, some Volunteers live on as little as $53 a month, and Nepal, where living quarters are provided free, the monthly allowance is only $46. Volunteers serving in Niger receive the highest living allowance: $220.

3400 Take Corps Test

Nearly 3400 men and women took the Peace Corps Placement Test on Apr. 27 in more than 800 cities and towns across the country. The examination, which formerly lasted from four to eight hours, has been shortened to a maximum of three. It now consists of a general-aptitude test and a language-aptitude test. Optional tests are offered in French and Spanish.

450 School Boards Will Grant Leave

More than half the American school systems replying to a recent survey have policies permitting teachers to take time off for Peace Corps service.

Among large cities with such policies are New York, Chicago, Los Angeles, Philadelphia, Detroit, Baltimore, Houston, Washington, and St. Louis. In all, more than 450 school superintendents have notified the Peace Corps of their permissive leave policies, and the number is growing.

Fifty-four per cent of the school superintendents responding said their systems had policies under which teachers might take leaves of absence for Peace Corps service. Fourteen per cent said their systems had adopted new policies specifically to cover leaves for Peace Corps service.

Superintendents canvassed included those in all cities with public-school populations of 12,000 and over. In addition, a random sampling was taken of the 2000 superintendents with a pupil population of 3000 to 12,000.

OFFICE HOUR—60 minutes a day—finds Volunteer Joseph Teller (left) and Engineer Kashkouli treating students in infirmary of Iranian teachers' school.

HAVING THE TIME OF HIS LIFE, Volunteer Robert Burkhardt teaches English-language class at Iranian teacher-training school how to tell hour on his hand-built clock.

IRAN

In the North, It's Rainy

Volunteer Robert J. Burkhardt, Jr., of Central Valley, N.Y., teaches English at the Agricultural Normal School in Rasht, Iran. He received his B.A. from Princeton University in 1962. His twin brother, Ross, is a Volunteer serving in Tunisia. Robert is one of two Volunteers teaching in Rasht, near the Caspian Sea.

By Robert J. Burkhardt Jr.

Entering the pass, we were still unmistakably in the Middle East. Brown, dry, rocky hills burned silently under the October sun, while scattered mud huts, veiled women, mosques, and dust-choked shrubbery seemed to be a record of the timeless patterns of life in the Levant.

Progressing through the canyon created by the *Sefid Roud*, or White River, the change began, and the barren brown of the hillsides gradually became a living green.

Suddenly we seemed to leave Iran behind as we encountered the tea fields, water buffalo, rice paddies, thatch-roof huts, heavy vegetation, and excessive humidity of the Caspian Littoral. The road took us to Rasht, whose architecture is influenced by Russia (the frontier is less than 100 miles away) but is designed to protect its 110,000 inhabitants from the heavy rains of the area. Passing through the city, we drove out to the Agricultural Normal School, and my partner, Joe Teller of Lahaska, Pa., and I began our 20-month tour of duty as Peace Corps Volunteers.

The Near East Foundation is the contract agency for the Peace Corps in Iran. Working in cooperation with the Iranian Ministry of Education since 1946, the Foundation has assisted in many rural and agricultural-education projects, one of which is the Teacher Training Center, or Agricultural Normal School, at Rasht.

At the request of the Ministry of Education, the Near East Foundation contracted to construct and manage the school for a period of years, after which responsibility will revert to the ministry. This is typical of the activities of Near East Foundation: technical assistance until a project is self-sustaining, then withdrawal so a particular ministry can assume control.

Located nine miles outside Rasht, the Gilan Ostan (an *ostan* is roughly equivalent to a state) Teacher Training Center has 200 students, a faculty of 15, and 40 hectares (about 100 acres) of land. The students pursue a government-paid, agriculturally-oriented, two-year course of study, which earns them an 11th-grade certificate. Then, to discharge the cost of the education they have received free, they are required to teach in the villages of the *ostan* for five years. This pattern is echoed in the 12 other agricultural normal schools in Iran, though curriculums vary with local conditions. Peace Corps Volunteers are at 11 of these schools, assisting in teaching English, physical education, and agriculture. I teach English, and Joe Teller is the local *varzeshkar* (sportsman).

Where do we fit in? Sometimes we wonder. On sunny days, the students are often sent to the fields, which puts a damper on my English classes. On rainy days, outdoor sports are abandoned; the clay soil then holds the water for nearly a week, further holding up athletics.

When we arrived here these were problems, but we have adjusted to the situation and no longer have any idle hours. Joe has taken on the teaching of first aid, while operating the infirmary with a co-worker for an hour daily. I teach English in Rasht two mornings per week, and maintain English and French clubs for interested students.

Together with another teacher, and with students who have volunteered to help, Joe and I have begun clearing four acres of *jangal* for a soccer and sports field. Seeing us clear away the brush amazes the students who have rarely, if ever, seen a foreigner do manual labor. It amuses Joe and me when they push us away from a stump we're working on, insisting that we rest and watch them do the work. We just move on to another bush, hoping they'll stay with the one we've relinquished. When and if they follow, we sidle back to the original stump and try to get in a few swings before the cycle begins anew.

Are we contributing positively to Iran? Are we learning anything valuable? Is the Peace Corps experience "worth it"? Like Volunteers all over the world, Joe and I discuss these and other questions often. The answers? I think we have difficulty seeing the forest for the trees (or stumps), and I do not feel that the answer will be apparent soon.

Perhaps 20 years from now we'll look back and realize to some extent the real value of living in a foreign culture, of being exposed to a completely different way of life. When the revelation comes, as I feel it will, things will fall into place and we will know the decision to spend these years in this way was the right one. I realize that this view may seem optimistic, but I wouldn't be in the Peace Corps if I were a pessimist.

Variety Marks 'Average Day'

Volunteer Patricia Walsh of Brighton, Mass., teaches English at Ahwaz Agricultural College in Iran. She received a B.A. in English from Emmanuel College in Boston and did graduate work at Boston University School of Journalism. She is one of seven Peace Corps teachers in the area of Ahwaz, in western Iran, about 60 miles from the Persian Gulf.

By Patricia Walsh

Recently I received a letter from a high-school student in the States requesting information about the work of the Peace Corps in Iran. Included in her letter was the statement, "I am interested in learning what you Volunteers do on an average day."

Well, that depends. You might find Jeff Gritzner of Mesa, Ariz., spending a part of his day with fellow Volunteer Dee Fink of Shumway, Ill., surveying the school grounds at Ahwaz Agricultural Training Center.

Forty kilometers on the other side of town, at Ahwaz Agricultural College, you might find Donna Shalala of Cleveland, O., Jerry Clinton of San Jose, Cal., or me expounding on the numerous exceptions to the rules of English grammar.

Taking a look across the campus you might find horticulturalist and agricultural-mechanics teacher John McKee of Mount Pleasant, Mich., checking the progress of his mulch project. Take a swing to the right, not too far from the water-buffalo pen, and you would find Tom Piller of St. Louis, Mo., teacher of soil chemistry and chemistry.

I hope my young friend in the States will understand when she reads that the phrase *average day* has somehow disappeared from our vocabulary.

Our group of seven is the largest number of Volunteers assigned to one area in Iran. Five of us are living at Ahwaz Agricultural College, which is located next to the village of Molla Sani. Our jobs, for the most part, were clearly defined and when we came we were accepted immediately as part of the faculty. This was partly because our college is co-directed by an American Near East Foundation employee.

Our problem in the beginning was that we were treated as novelties—especially we women. But then came our first tests; we now, much to our relief, have been relegated to the ranks of teachers.

At the Ahwaz Training Center, the

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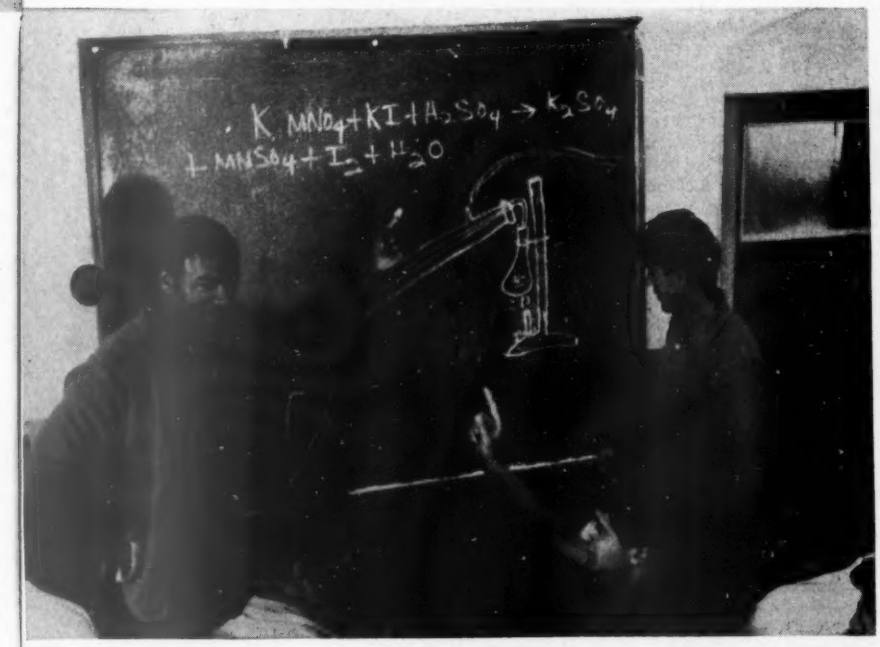


CHEMISTRY CLASS has made an artist of Volunteer Tom Piller, who has to make up for lack of laboratory equipment by drawing on his blackboard all of the apparatus necessary to demonstrate the experiments. Tom teaches at Ahwaz Agricultural College, in western Iran.

IN "OTHER" JOB, Volunteer Patricia Walsh works as librarian at Ahwaz. Her main job is that of English teacher.

HIGH-JUMP ATTEMPT engages attention of Volunteer Joseph Teller, who also coaches at the Rashti school.

ORAL DRILL is conducted by Volunteer Donna Shalala of Cleveland, O., with her class of freshman students at Ahwaz Agricultural College. She and Volunteer Patricia Walsh also teach faculty wives.

Robert Bates is Peace Corps Representative in Nepal, on leave from the English Department of Phillips Exeter Academy, Exeter, N.H., where he has taught since 1939. Bates is a graduate of Harvard and holds a Ph. D. from the University of Pennsylvania. An explorer and mountain climber, he has explored the Yukon, Alaska, and the Chilean desert, and has participated in two attempts to climb K2 in Kashmir, at 28,250 feet the world's second-highest peak.

Khane chamel chaina
launchan sarangiko tanti!
I have no rice to eat,
Let the strings of the sarangi play!
Old Song of Nepal
(the sarangi is a two-stringed fiddle)

By Robert Bates

From the moment when the DC-3 bearing the first Nepal Volunteers touched down at the Kathmandu airport, these men and women became aware of something special about Nepal: the smiling friendliness of the people. Porters at the airport grin broadly; cabinet ministers who have lost their posts still can laugh; and goatherds, policemen, potters, and carpenters react instantly to a smile or a humorous gesture.

The Nepalese are a gay people with a love of dreams and symbols, of small and big parades, picnics, *pujas* (holidays), and dressing up. If it rains in the middle of a party, even that is a big joke. Luckily this attitude prevails, because by modern standards Nepalis are singularly underprivileged. This mountainous kingdom between Tibet and India has no road across it from north to south or from east to west, and only one road is more than 32 miles long. Literacy of the nine to ten million Nepalis, Newars, Rais, Magars, and Limbus is estimated at somewhere between two and nine per cent, and government services are limited.

Mail from Volunteers to the Peace Corps Office in Kathmandu, for instance, is seldom lost, but delivery may take longer than a month. There are only a few small factories in Nepal, and nearly everything except food is imported.

Nepal Facts

Nepal, lying between India and Tibet, is about 500 miles long and 100 wide, and is in area slightly smaller than Illinois. Southern Nepal is fairly low (100 feet) but the northern region is rimmed by the Himalayas. Nepal contains or shares with neighboring countries nearly half of Asia's mountain's higher than 23,000 feet including Mount Everest, at 29,028 feet the world's highest peak.

Nepal is a constitutional monarchy under King Mahendra, who was crowned in 1956. The population exceeds nine million.

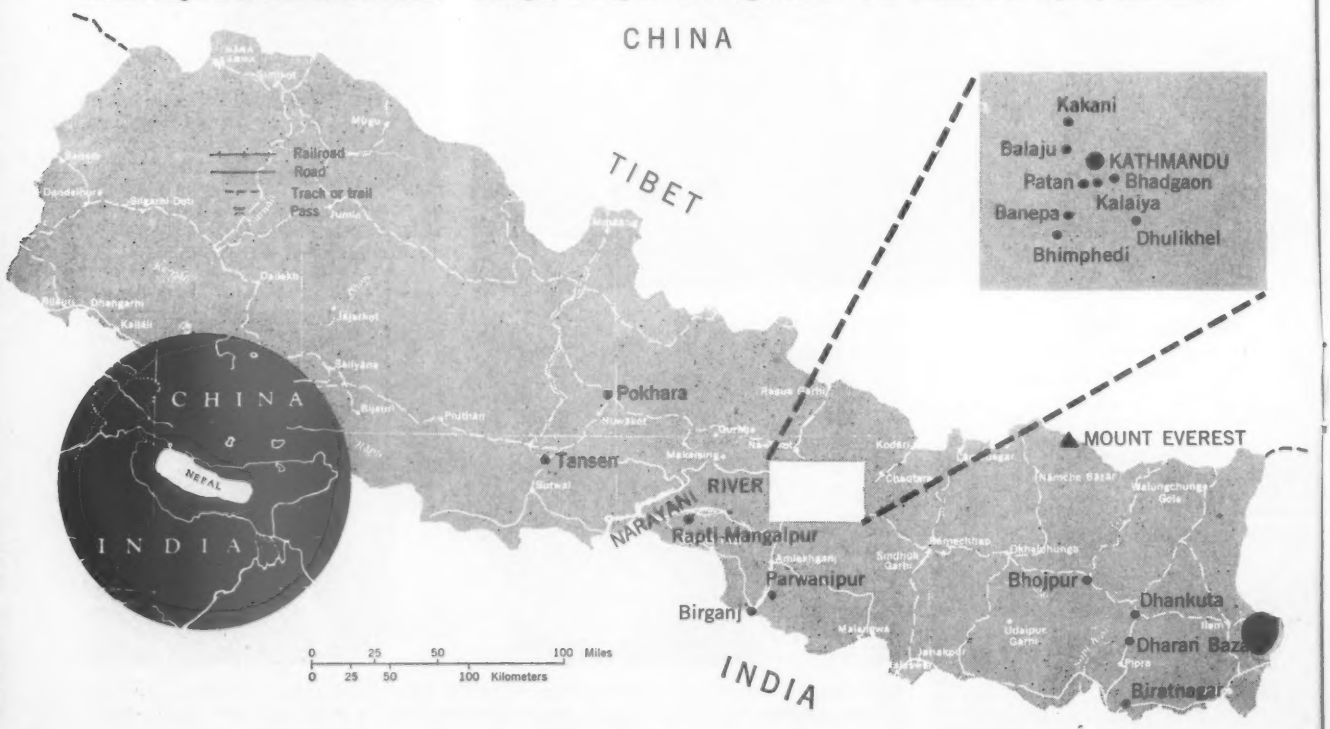
To understand why Nepal is in just the first stages of development, one must realize that for a century it was the policy of the Ranas, the *de facto* rulers of Nepal, to keep out all foreigners and foreign influence. There was little chance for the people to develop modern techniques until the Rana prime minister was ousted in 1951. In fact, there was no road in to the capital, Kathmandu, a city of more than 120,000, until 1956, when India and the United States worked to construct the 87-mile Rajpath, a paved road with a thousand turns that links Kathmandu with India.

There are topographical reasons for the lack of roads. Nepal's southern boundary is in the *terai*, a flat, fertile area about 900 feet above sea level, geographically a part of the great northern plains of India. As one goes north across Nepal, however, the land rises, until about 100 miles north of India one reaches the crest of the Himalayas and of Sagarmatha (Mount Everest).

Progress Difficult

The Himalayas run roughly east and west across the northern edge of the country, while south of them are two lower bands of mountains, the Mahabarat Range and the Siwaliks. Rows of ridges, one after another, also run north and south, so that progress in any direction except up the valleys between mountains is difficult.

For instance, when Volunteers Ralph and Mimi Hambrick (of Sarasota, Fla., and Alexandria, Va., respectively) left Kathmandu after their marriage to go to their village, they first flew to Biratnagar (one hour by DC-3 from Kathmandu and at least four days by road in the



HIMALAYAN HIKES may take Volunteers through impressive scenery like that pictured here as Julie Goetze (Brookline, Mass.) walks to classes at Pokhara College, where she taught chemistry for a time. In her regular job, Julie teaches at Public Science College in Kathmandu.

dry season), then took a bus 32 miles to Dharan Bazar. Here they began a 16-mile walk over one mountain, down the other side, across a river, and up to their village, on the ridge of a second mountain.

Despite these obstacles in travelling from Kathmandu to their schools in Dhankuta, the Hambricks, like other Volunteers, know that the homes of the hill people of Nepal are delightful and the effort spent getting to them is more than worthwhile.

In Dhankuta, a village that reminds one of the Bavarian village of Oberammergau, the people are so friendly and curious that—well . . . if there is no lock on the bedroom door, someone may drop in unannounced at any time.

"Why have you come to Nepal?" may be the question of your visitor, dressed in *suruwal* and *labeda,* tight cotton breeches and tunic, as his quick glance takes in everything around him: the bamboo cupboard, the supposedly smokeless *chulo* (mud stove), and the walls freshly goobered with mud and cow dung.

"We have come as teachers for the American Peace Corps. You have heard?"

"Ah, yes," may be the polished reply. "Kennedy's chaps."

English Common

The number of persons who speak English is surprising; some have studied it for as long as 12 years. For a century and a half, since the Treaty of Sagouli, the British have had influence in Nepal, and every ambitious person wants to learn English. As Minister of Education Kirti Bista puts it, "We want everyone to have a chance to have an education, and we want all our schools to teach English."

Most of the 67 Volunteers in Nepal are teaching English but not as their main job. Twenty teach in colleges at Kathmandu, Pokhara, Dhankuta, and Biratnagar; 33 teach in secondary schools, and the rest work on experimental farms or in agricultural extension.

Volunteers are stationed in seven areas of the flat *terai,* very hot in the monsoon season, and in eight of the intermontane valleys.

These Volunteers had two months of training at George Washington University starting in June, 1962. Then they had 24 days at the Outward Bound School near Aspen, Col., where there were long hikes and physical toughening, including two days of solo "survival" training, when each Volunteer was sent off with a little flour and salt and told to find himself food. Some fed on frogs' legs, others picked blueberries and edible greens, one killed a duck with a stone, and Franqui Scott (Red Bluff, Cal.) snared a marmot. It looked hungry and somehow, instead of killing it, Franqui found herself helping *it* to survive by feeding it her flour and berries and then turning it loose. At the conclusion of training, in mid-September, the group flew to New Delhi, where monsoon rains held them for a week before they could be flown in to Kathmandu.

The Nepal Volunteers are grouped in

NEPAL

Rough terrain and lack of roads put to a test the stamina of Volunteers in land where most goods move on porters' backs.

POULTRY FARM
FARMERS CAN OBTAIN NEW HAMPSHIRE CHICKS AND HATCHING EGGS BY PLACING ORDERS THROUGH THE NEAREST VILLAGE DEVELOPMENT CENTER.

Photo by PCV Peter Grote

BILINGUAL SIGN marks poultry farm at Parwanipur, Nepal. Volunteer John White has raised egg production there about 60 per cent by changing feed mix.

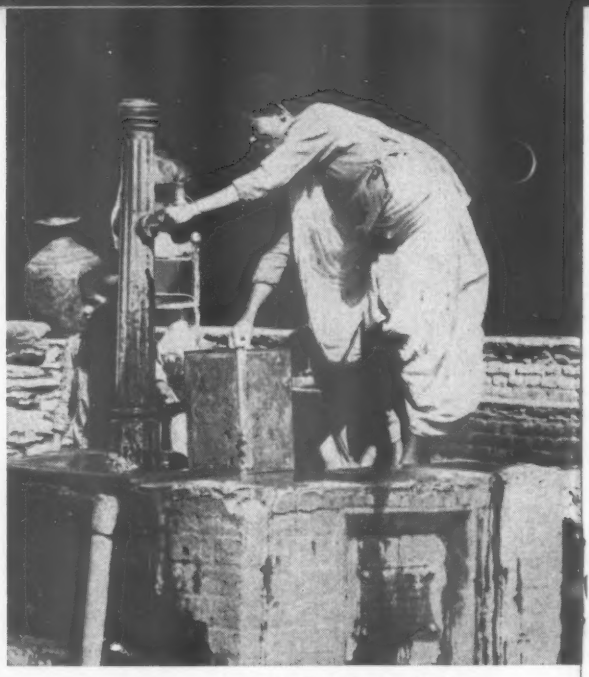


Photo by PCV Douglas Bingham

PUBLIC FOUNTAINS, like this one in Pokhara, are the only sources of water for village people in most areas of Nepal.

different ways. In Pokhara, for instance, where the great bulk of 26,504-foot Mount Annapurna rises behind the town, there are six Volunteers. Pete Farquhar (Berkeley, Cal.) and Doug Bingham (Colchester, Conn.) start teaching at thatched-roofed Pokhara College at 6 a.m. Later in the day they begin classes at Pokhara High School, where they join Bert Puchtler (Berkeley, Cal.) and Leslie Gile (Rochester, N.H.) who works in agricultural extension. Among the achievements of this group is a share in planning and constructing the first permanent building of Pokhara College, making the first soils-survey of the area, and producing a new type of ox-yoke and a bridle developed by Leslie Gile.

"Just Like Home"

In contrast to the team of six at Pokhara is John White (Frierson, La.), the only Volunteer at Parwanipur Farm in the *terai*. John's first exclamation when he saw Parwanipur was, "Just like home. Flat country and sugar cane and lots of chickens." John has proved that he knows chickens. By hard work and judicious changes in the feed mix, he has raised egg production from 360 a week to more than 600.

How do Volunteers like this land of pagodas, carved lions, live tigers, devil-dances, and mountains? Though life is often hard, most of them love it. Like most Volunteers, they can take physical hardships better than periods without work. Lack of meat and too much rice have been problems, as was the cold of last winter, but Volunteers have repeatedly risen to the occasion, and never better than at the time of Pete Johnson's accident.

Pete, a science teacher from Coleraine, Minn., was badly injured in a 50-foot fall from the trail between Dhankuta and Dharan. The three-day rescue that followed involved the magnificent teamwork of four Volunteers, several Nepali farmers, an Indian major and doctor, four British officers from the Gurkha Recruiting Station at Dharan, and the only helicopter in Nepal.

More Peace Corps teamwork was involved when Dr. Charles S. Houston, a physician and the Peace Corps Representative in India, came to Biratnagar in an American embassy plane and flew Johnson first to New Delhi and later accompanied him back to the U.S., where more than two weeks after the accident he recovered consciousness. Thanks to the combined efforts of many persons, Pete Johnson is now recovering at home.

The Nepal Volunteers work well together but they need to be independent too. Various projects from chicken-raising to irrigation are growing, and at Dhankuta a dozen people a day stop to look at the two Hampshire hogs that Jim Scott (Red Bluff, Cal.) pried out of the Ministry of Agriculture. It took patience and diplomacy to persuade Royal Nepal Airlines to fly these hogs to Biratnagar on a passenger plane. (Hogs are considered very low caste in Nepal.) Both eventually arrived in Dhankuta in a single basket borne by a large porter, who staggered up the trail. Nepalis don't call these Hampshires by the Nepali word for *pig*, for they believe these hogs are very different animals.

Volunteers in Nepal must use initiative and imagination. This is not a a structured society. Success of the Volunteer depends especially on flexibility, patience, and effort. For instance, Nick Cibrario (Kenosha, Wis.) found that the students in Bhimphedi had never had any training in art. His headmaster gave him the go-ahead, and now students' clay models, water colors, line drawings, and even abstracts have so delighted the townspeople that Nick would be a shoo-in if he ran for mayor. All Volunteers need similar imagination in developing their jobs. Some do best in technical matters, and others do especially well in human relations; but the best Volunteers do well in both.

Slow Start

Obvious problems facing Volunteers are poor communications and the lack of roads, but there have been other frustrations, too. For instance, the Volunteers arrived near the end of the school term and therefore at first the classes they were given to teach merely reduced the loads of other teachers. Two weeks after they began to teach, there was a two-week holiday, followed by two weeks of classes, two weeks of exams, two months of vacation, and two weeks of classes. Surely this is not the best way to start to teach.

Another problem was that most Volunteer secondary-school teachers were supposed to teach vocational subjects. But, contrary to plan, the schools where Volunteers were to teach had not been converted to vocational schools when the Volunteers arrived; therefore Volunteers who expected to be teaching vocational agriculture and industrial shop found themselves teaching a full sched-

ule of English, math, health, and art.

Lesser problems faced have been the small doors and windows of Nepali houses, the mud floors that crumble and sift down on the floor beneath, and the scarcities of meat and kerosene.

Volunteer achievements in home-making include ingenious tables, closets, and book cases constructed from bamboo, and skillful production of tables and chests from the wood of old packing cases. Wood is very expensive in Nepal. One Volunteer says that a table he once had made in the United States cost about the same as one he had made in Pokhara, but in Pokhara all but five per cent cost was the material not the labor, while at home it was the other way around.

Varieties of *chulos* have been made of bricks, covered with a hard masonry of mud and cow dung, and Dutch ovens have been made from old kerosene tins. In fact, the kerosene tin is in great demand as a source of sheet metal for stopping leaks and rat holes, making soap dishes and wash basins, dustpans, watering cans, and stove pipes.

In Nepal, little is ever thrown away. Volunteers have become a race of string-savers. We hope that by the time they are ready to go home they won't be like the man who died leaving a box marked, "String Too Short To Be Saved."

Volunteers live in ones, twos, threes, and fours. Some Volunteers have cooks, but some who cook for themselves have become experts in different ways to serve rice and, in the more productive areas, goat and buffalo.

Some have become excellent bargainers and all have come to think of the Nepali rupee (13 cents) as the equivalent of the American dollar in local purchasing power. "Lend me a dollar" locally means "I wish to borrow a rupee."

A PRACTICAL YOKE developed by Volunteer Leslie Gile of Rochester, N.H., is tried out by oxen in Pokhara. Leslie, who works in agricultural extension, also has developed a bridle.

Nepali girl and baby.

Sketch by PCV Dorothy Mierow

AILING CHICKEN is examined by Volunteer John White (right) of Frierson, La., and his Nepalese co-worker at Parwanipur poultry farm.
Photo by PCV Peter Grote

American Coolies

Volunteers naturally market for themselves. At first the people of Kathmandu could not believe that they were seeing Americans who were working as teachers shopping with big baskets on their backs. "See," was the overheard remark of one well-dressed Nepali, "now the Americans are bringing over their own coolies." But the shoe was on the other foot when an American tourist, thinking he was in a primitive land, saw to his amazement a Nepali walking along wearing a sweatshirt with a picture of Beethoven on it. The tourist didn't know that Volunteer Flemming Heegaard (Menlo Park, Cal.) had given his sweatshirt to Begga, his cook. The tourist rushed over to the imperturbable Begga, who speaks no English, and said, "What does this mean?"

"Da-da-da-*dum*," said Begga calmly and went on with his walk.

Volunteers of the Nepal I group have had success in building latrines, piping water, fixing machinery, demonstrating a newly developed plow, introducing sports, and persuading people to think constructively about working as a group. This last activity is of special importance in a society lacking the idea that collective action can accomplish big things. To develop this principle will be a major aim of the Nepal II Volunteers who begin training in June for community-development work. The Nepalese government regards this program as of the highest importance, for the success of community development is essential if grass-roots democracy is to flourish in Nepal.

In order to succeed in this project, Volunteers will need a good foundation in Nepali language. Without question, language is the most useful tool of the Volunteers in Nepal, and we can't stress too much the importance of it in the training program.

The training and the service in Nepal have had an effect on individual Volunteers, and I don't refer to the three weddings among Volunteers so far. Every Volunteer has, I believe, developed a broader understanding of the basic similarities in hopes, fears, and ambitions of the American and the Nepali people.

He sees that the percentage of intelligent people in Nepal is very high but that opportunity for social and economic development is needed just as it is in the United States. He realizes that money alone cannot develop a nation. He realizes how many things he has taken for granted in America and how fortunate he has been. And he hopes that like the sweating porters he sees carrying hundred-pound loads up the steep trails in Nepal, he can keep his sense of fun and humor and learn to keep grinning, too.

MAIN BAZAAR in Pokhara is typical of the market areas in most Nepali villages. Shoppers, animals, and children have free run of the stone-paved streets, seldom disturbed by motor vehicles. Common in most villages of Nepal are Hindu temples, as seen here in center background.

Letter From 'Land of Yak and Yeti'

Volunteer Jim Fisher, a Princeton graduate, lives in Ashland, Ky. He now is teaching English at Bhaktapur College and at Bhaktapur High School. All photographs not credited in this section on Nepal were taken by him.

By Jim Fisher

I was standing at the edge of a large square in Bhadgaon watching with fascination the concluding festivities of a two-week festival. In the square were seven slaughtering posts where goats and water buffalo were being beheaded with one clean stroke of the razor-sharp *khukri*, a long, curved, heavy-bladed knife. Heads were stacked in one pile, bodies in another, and sand had to be scattered over the area to keep people from slipping in blood. How exotic all was; yet I did not feel like a 20th century Marco Polo, for all this was happening in what I already regarded as partially "my country."

I gazed around at the other spectators and saw a number of familiar faces. Some of the youngsters were my students, full of enthusiasm for a good time. There was bright-eyed Krishna Bahadur, my best student in the 10th grade, so alert and conscientious that he is certain of a responsible position in the affairs of this country some day. And there was the attractive girl who always wears a bright crimson ribbon in her long black braids. How will I ever get to know her if she stares shyly down at the ground every time I appear to notice her? And there too was the local doctor, who is as eager to teach me Nepali as I am to learn. People like him transform "Forbidden Nepal" into "Friendly Nepal."

Standing right next to me was my co-worker, a teacher at the college. His English is excellent, but he is so delighted at my attempts to converse with him in his own language that he is not too harsh with me when I ask, "How old are you?" and it somehow comes out, "How many languages do you speak?" And there was the little boy who lives across the street. He won't begin school until next year, but he is my real favorite: his smile would melt an iceberg in half a minute.

As I stood there watching the slaughter, I could only with difficulty remember my feelings on the day following graduation from college when I entered Peace Corps training. Back then, this tiny Himalayan kingdom conjured up such slogans as "Land of Yak and Yeti." How different it seems now that I'm here instead of 12,000 miles away. I haven't yet met a *yeti*, (*Yeti* refers to "Abominable Snowman," mysterious creature of the Himalayas) but I have met warm, hospitable, intelligent people who have taught me as much as I have taught them.

First Volunteers

The local doctor tells me that I speak very well, but I think he is being more tactful than truthful. Late every afternoon, when we have both finished our work, we walk around town while he helps with my Nepali. Learning a strange language is not easy, but is worth the effort; except for missionaries, we are the first Westerners these people have ever heard speaking in their own language.

Although we devoted much time in training to job affairs, American studies, and Nepal studies, more than half our time was concentrated on language. Those endless hours of drill in Nepali are paying rich dividends now.

My first class begins at 6:30 a.m. in an unheated room with four unfinished brick walls and several rows of rough wooden benches. The temperature is likely to be about 40 degrees at that hour, and the shivering students sit there and suffer, though I have the prerogative as teacher of pacing up and down, thus keeping my blood circulating. Despite the chill, a brave handful of students continues to show up (total enrollment of the college is 45). In the fourth-year class, there is only one girl, but in the first-year class there are a few more. Only in recent years have girls been enrolled in school at all, but the winds of change are blowing.

The air is comfortably warm by the time the high school opens at 10:30. The younger students seldom wear shoes, but the older students, more often out of deference to fashion than to fear of hookworm, usually wear them.

The educational system is a third-hand version (inherited from India) of the English system. A national syllabus is rigidly adhered to, and emphasis lies in learning by rote. This attitude is a vexing one, and it is one we Volunteers are trying to change.

Students are unusually polite and always rise when the teacher walks into the room. Nepal is a Hindu state (though many Nepalis are Buddhist) and fortunately for us teachers, reverence for learning and for the learned man is traditional. My teachers back home would appreciate such courtesy.

Four of us, all teachers, live in a Nepali house in the middle of town. When we first moved in, a never-ending stream of people came to have a look at their new neighbors. We didn't mind,

for we were as curious about them as they were about us. They admired our short-wave radios, which they wished they had. We admired their fluency in two or three languages, which we wished *we* had.

I have a room to myself and a straw mat to cover the mud floor. Our diet consists largely of rice, some vegetables and fruit, and meat (usually water buffalo) about twice a week. The landlord's son, one of my college students, lives upstairs and helps to translate when I get stuck. He has been more than a friend to all of us, and he has more than once proved to be a stiff opponent at chess. He speaks English fairly well, since all classes above the high-school level are conducted in English.

Making the Best

In addition to studying at the college, on the side he is principal of an elementary school which consists primarily of a long open porch serving as the classroom. During school hours a strip of cloth closes the open side facing the street, and the children sit cross-legged on the floor, or on mats if there are enough to go around. Of the teachers, only the principal has graduated from high school. Conditions could be improved, but Nepalis do the best they can with what they have, and with that kind of spirit, there is no limit to what they can accomplish.

Interesting to us is the Nepali child's uncanny ability to amuse himself in less spectacular ways. Manufactured toys are unknown here, but the children have fertile imaginations and never stop improvising games. Never have I seen children with fewer material possessions, but never have I seen children who are less bored.

Teaching in a foreign language can be a frustrating experience, and the intangible progress made in the classroom adds to the discouragement induced by the clash of our urgency to get things done and the ponderously slow pace of life here. Yet for all that, subjects are being taught, new techniques are being introduced, friendships are being made.

Sometimes we make good impressions accidentally: while teaching an industrial-arts class, a Volunteer drew on the blackboard a rather good picture of a saw. The principal liked the picture so much he asked the Volunteer to teach art, too.

Agricultural workers can point to more tangible achievements, such as increased egg production and a better type of bullock harness for the hard-working hill farmers. These are a few of our small gains, but I think they add up to something.

My salary comes to about $46 per month, but it's enough to buy all the rice I can eat, and with a bike and a pair of shoes, I'm living at the level of my colleagues.

I have found living here to be the most exciting and the most challenging experience of my life. I wouldn't trade it for any other job in the world.

PARADERS PRAISE goddess of learning at celebration in her honor at Pokhara, where Volunteer Douglas Bingham (right) of Colchester, Conn., teaches college and high-school subjects.

Talk Is Golden In This Library

Volunteer Douglas Bingham, of Colchester, Conn., is a graduate of Yale. He teaches mathematics and science at the high school and at Prithwi Narayan College in Pokhara, where he is one of six Volunteers.

By Douglas Bingham

A young boy pokes his head in the door saying, *Namaste*, the Nepalese greeting. He says he can't do Problem 10 in algebra or that he can't understand Theorem 60 in geometry.

Before long we are both working on these and other questions and learning that $(a + b)^2 = a^2 + 2ab + b^2$ is true not just because that's what the formula in the book says, but because that's what we get if we actually multiply $(a + b)$ by $(a + b)$.

When the math questions have been answered, conversation turns to other topics: What's it like in America? How do you like Nepal? Will you teach me English? (Usually the conversation has been in Nepali up to this point.) What is an easy English book to read?

This is the scene almost daily in our Volunteer-operated "library," except that it is likely to include four or five of my high-school students there for a little help, as well as neighbors in to talk about anything from the price of kerosene to marriage customs in the States.

We originally set up our library as a place to keep our books and to meet our students and friends. The book collections consists mostly of volumes from the Peace Corps-supplied footlocker of paperbacks, but our personal books, too, have helped to build it up. We rented the small vacant shop on the street floor of our house in the main bazaar of Pokhara, and after furnishing it with tables and chairs and a rickety collegiate-type board-and-brick bookcase, we were in business—informally lending books on a two-week basis.

Main Attraction

Increasing numbers of readers, young and old, are coming to read and to borrow books, but what seems to be a far greater attraction than our books is *us*. Many visitors come to learn English, study math and other subjects, or just talk.

Though foreigners are not unknown to the people of Pokhara, foreigners who will live in their midst and speak their language have been few. Thus the library has provided not only books but also a basis for further contacts and warm friendships with the Nepalese people.

THE PRICE OF PEAS in Narayangarh bazaar is discussed by Nepali merchant and Volunteer Bob Murphy of Oakland, Cal., who serves in southern Nepal as agricultural-extension worker.

A School, a Goat, a Flood

Volunteer Nick Cibrario, of Kenosha, Wis., has a diploma in elementary education from Racine-Kenosha Teachers College and has studied education at La Crosse State Teachers College. He is teaching in the mountain village of Bhimphedi.

By Nick Cibrario

Namaste, and welcome to the village of Bhimphedi. Why don't you come with me to the tea shop and relax for a few minutes? You must be tired after that long journey through the Rajpath (an 80-mile, one-lane, mountain road).

Eh, shopkeeper, two cups of tea, please.

School doesn't begin until 10:15. Have a seat, and let me tell you about our village.

Before the great flood eight years ago, Bhimphedi was known as the Gateway to Kathmandu. The bazaar, which was more than two miles long, was surely the largest in the country. The Newari shopkeepers like to reminisce about the "good old days," when merchants and caravans of traders from India would spend the night here before taking on the mountain trails to Kathmandu. In those days the shops were often open all night, and scarcely a day would pass when 500 merchants and coolies would not come through town.

Today, the village is nearly a ghost town. As you can see, Bhimphedi's bazaar has dwindled from two miles to about 200 yards. Since the flood, it is uncommon to see coolies coming through from India. Also, since the construction of the Rajpath, the mountain trails are no longer busy with pedestrians.

Have you finished your tea? Good, let's go over to the school. Classes are about to begin. I think that if it weren't for Shree-Mahendra High School, Bhimphedi would have vanished from the map.

Here we are at school. Originally the building was an inn. Perhaps that is why the lower classrooms have only three walls. Notice, the fourth wall is absent and the room is open to the playground. The fifth-grade classroom is to the left. I spend two class periods a day with the presently seated students. Although most of them come from wealthier families of the Newari caste, nearly all of them are barefooted and rather shabbily dressed. The taller boy seated in the second row is of the Tamang caste. Most of the Tamangs are farmers earning their living by working the rice terraces on the nearby mountains. Incidentally, my student Bhozman Tamang is the only fifth-grade student who is married and has a child.

Barrier Down

Yes, I put the English alphabet on the wall, even though my medium of teaching is the Nepali language. Of course, teaching was difficult during the first few months, but now the language is no longer a barrier to effective communication.

No, I'm not here alone. Rich Emde (St. Louis, Mo.) is at this moment teaching an eighth-grade geography class on the second floor. Rich has had trouble with the language, but he compensates by using visual aids. Whenever the villagers see Richard, he is carrying a chart or flannel board.

Larry Dornacker (Blair, Neb.), the third member of Expedition Bhimphedi, doesn't teach here at Shree-Mahendra. He walks seven miles to a grammar school to teach agriculture, which is badly needed on the elementary level.

Most of the high-school students will attempt to go on to higher education after finishing the 10th grade. Therefore a minimum of agriculture is taught in the upper grades. Larry makes the 14-mile round trip four days a week, and spends his leisure studying the Tamang language.

Over there is Tankar Nath, our Sanskrit teacher, shooing a goat out of his class. Not only goats but also chickens often come to see what's going on in our classrooms. They remind me of the superintendents of schools in the States.

Here is the seventh-grade classroom. At present, I am teaching art to these students. We have brought in clay from the nearby mountains and have modeled an interesting variety of animals, heads, and figures.

The gong is announcing the second period. Please excuse me now; I must go to my 10th-grade science class. Why don't you take a walk through the bazaar and wander down to the Hindu temple on the other side of town? Or perhaps you would enjoy observing my class?

A Campus for Pokhara

Rolf Goetze, of Cambridge, Mass., is a Volunteer Leader stationed in Kathmandu. He is a graduate of Harvard College and of Harvard's School of Architecture. In Nepal, he helped to design buildings for the College of Education before undertaking design of buildings for Prithwi Narayan College at Pokhara.

By Rolf Goetze

"You're an architect . . . maybe you can tell Mr. John where to place the cornerstone for the new Pokhara College building when the King comes next month," Volunteer Peter Farquhar said to me during our Christmas conferences in Kathmandu. He teaches at Prithwi Narayan College, housed at present in one bamboo hut at Pokhara. Mr. John is dean of this college.

I was indeed hoping to be an architect. Since the two-month college vacation had just begun, my wife, Julie, and I went to Pokhara—she to teach chemistry and I to see about where to place the cornerstone. Mr. John had previously requested our coming.

Pokhara is incredible. It lies in a valley filled with poinsettias and with several lakes that reflect Annapurna Himal and Machhapucchre, "fishtail mountain," which looms 20,000 feet above and barely 20 miles away. Until recently, this friendly valley could be reached from Kathmandu only by a 10-day trek with porters. Now a 45-minute flight connects Pokhara with Kathmandu.

Mr. John had a Grandma Moses-like water color of the building he hoped to build, but no plans. He knew what it should look like, but wasn't sure what would be in it. I was sure immediately that his multistory building would require cement and steel, materials which would have to be flown into "landlocked" Pokhara at great expense.

Working against the indefinite but imminent visit of the King to lay the cornerstone, I sketched and drew, planning something small and useful, not requiring massive foreign aid but only local fieldstones and slate. I unpacked my X-acto knives and made an irresistible take-apart model, which swayed the college board of governors into beginning work immediately. The board felt that initiated construction would impress the King with the college's willingness to do its part.

Learning Applied

With the students and a borrowed 100-foot tape, we situated the 60-by-90-foot building, creating a 90-degree angle, to everybody's joy, by measuring 60 feet along one rope, 80 feet along another from one common point then using the 100-foot tape as hypotenuse. The jump from classroom learning to real life always takes people a little by surprise.

This first building adjoins the existing bamboo huts, but will later be part of a family of similar units, to be built as needed and as funds make them possible.

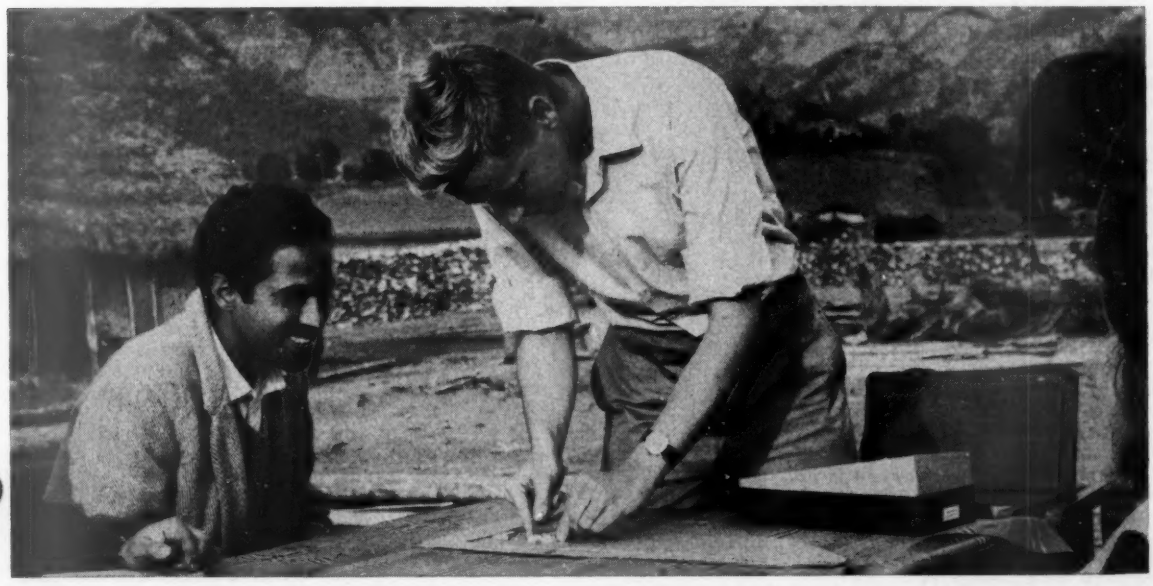
I drove lots of bamboo stakes, across which one could pull ropes to mark the wall courses. I also managed to slice into my hand while trimming the stakes; this lent much color and excitement to the groundbreaking. Trenches were then dug rapidly, but correctly.

The King came with a large entourage. A procession of Jeeps drove up through town, through about 500 *dhokas* (fiesta gates), which the townspeople had erected in his honor. These are made of bamboo or banana palms, with colored paper trimming, photos of the royal couple, and any other colored objects, such as outdated calendars (one had a magazine picture of a double-decker London bus charging into a department store), and most say *swagatam:* Welcome.

The King reviewed his subjects from a rapidly erected stage house, resembling the local peasant huts. Someone had managed to find an easychair for him. Many people spoke. He spoke. During this long ceremony, Mr. John, the dean, learned that the King no longer lays cornerstones.

The college secretary did, however, place the models where the King had to see them. While he fingered the models, I explained the project in my crude Nepali. He took interest, strode over to the construction site, read the Nepali sign describing the work and the Peace Corps' role in it, smiled, and said he would come to *inaugurate* the building . . . much better than laying the cornerstone!

MODEL COLLEGE was designed and built by Volunteer Rolf Goetze in order to put long-range architectural plan for Prithwi Narayan before the board of governors. With approval granted, building started immediately on first unit; others will be built as needed and as funds are available.



SIMON SAYS—or a game like it—momentarily diverts Nepal students of Volunteer Rich Emde of St. Louis, Mo. Classroom blackboard, propped up behind him, is made of planks painted black.

A Bridge of Understanding

Kesar Lall Shresta, a Nepali living in Kathmandu, has kown the Nepal I Volunteers since their training began. He flew to the U.S. to assist in training as a language teacher. He returned to Nepal thereafter.

By Kesar Lall

"Elder Sister," said the woman to Volunteer Barbara Wylie, "Please come to our home."

It was a Saturday morning last March. Barbara (Ypsilanti, Mich.), Volunteer Dorothy Mierow (Colorado Springs, Col.), and I were on our way to visit some other Volunteers teaching in a village 22 miles—and two mountain ranges—from Kathmandu. At the foot of the first mountain we overtook a family of four villagers on their way to gather firewood. One woman, who gave her name as Maya, immediately fell to talking in her own language (which I translated) with Barbara, and called her Elder Sister.

Long Distance

Mention an American woman in this part of the world, and one generally conjures up the picture of a *memsaheb* —a respectable, Western woman who is to be admired and wondered at but not to become so friendly with as to invite her into one's home.

From "*memsaheb*" to "Elder Sister" is a long distance in human relations. And the Peace Corps Volunteers have, I feel, succeeded, to the extent of their contacts, in building a bridge of understanding between the ordinary citizens of the United States and Nepal. They have arrived much nearer to the homes and hearts of the people of this Himalayan country.

By visiting the Nepalese in their homes —not only because they want to do so but because the Nepalese themselves feel no hesitation in inviting them—and by living in conditions not much different from those of the native people, the Peace Corps Volunteers have, I believe, come to understand the Nepalese and learned much about their traditions and customs and problems. I do not know if in their six months here they have influenced the people, but there is no doubt that they have won many friends.

In those six months the Nepalese, too, have learned that the average citizen of the United States is a human being, with all human traits, virtues, and faults. They have learned that the American citizen is not a different species of human being, a *saheb*.

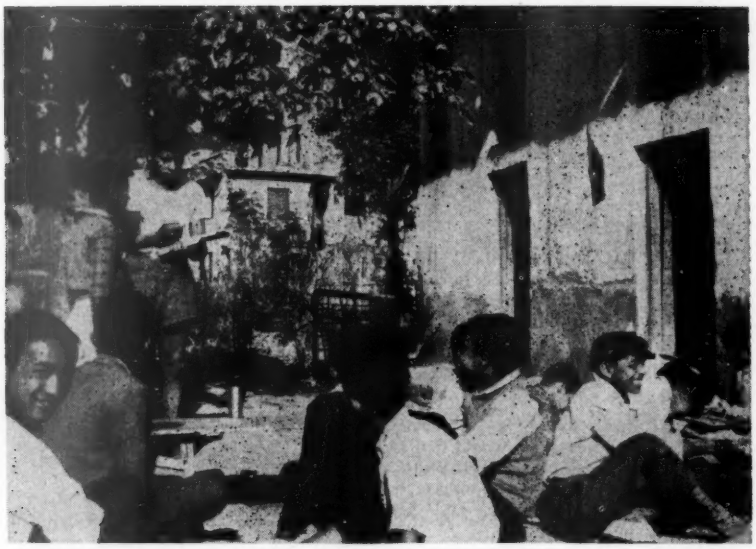
Joining Hands

Another instance of the effectiveness of the Peace Corps' "people to people" approach was brought home to me suddenly on the morning following my visit to the village cited above. As I toiled up to the top of the Cold-Water-Fort Mountain, one of a half-dozen soldiers, seeing me without my American companions of the previous evening, asked me if they were now visiting Rich Emde (St. Louis, Mo.).

"Yes," I said, "Do you know Rich Emde?"

"Sure, I do," said the soldier, "I have been joining hands with him." I presume he meant "shaking hands" with Rich. His tone indicated that he was proud of his acquaintance with the 19-year-old Missourian. To this young Nepalese soldier, Richard J. Emde was no longer an American *saheb* but a friendly soul.

"HANDS UP," says Volunteer Rich Emde as he leads physical-education class in Bhimphedi. Classrooms on the ground floor of building behind him have one side open to the playground.



OPEN-AIR SCHOOL in Kathmandu is the project of Volunteer Barbara Wylie. She organized classes for lowest-caste children, who do not attend regular schools because they must work.

'Janchu Happy Free School'

Volunteer Barbara Wylie, of Ypsilanti, Mich., has a B.S. in education from Eastern Michigan University. In her regular job, she teaches at Padma Kanya College in Kathmandu.

By Barbara Wylie

Although we Volunteers had been told that the literacy rate in Nepal was only five per cent, the situation in Kathmandu did not seem too bad. From our yard, beginning at daybreak, we could hear children loudly reciting their lessons.

I asked the children around our house, *"Ke timi schoolma janchau?"* (which I hoped meant, "Do you go to school?"), and they always answered *"janchu"* ("I go").

I asked a Nepali friend about his servant child, and he said that this low-caste child had to work and thus could not go to school. I thereupon hit on the idea of teaching him and some of his friends in my spare time, and since the family thought this was a good idea and promised help, I took a few slates and some chalk over one day and we began.

To start with, there were were five children, but everything soon snowballed. The next day there were five more children who *did* go to school but wanted help with their English. So the Nepalis in the family taught the servant children Nepali while I taught the others English. But, every day new faces appeared and before long I was showing the children how to make tables out of old crates from the Peace Corps office.

I must say that the lessons on carpentry were very popular. Soon everyone was in on the act: the Nepali family and the older children were teaching the younger ones, a fellow Peace Corpsman was wandering over when he could to teach math, and I was running around getting things for everyone and suggesting ways of teaching, and doing a bit of English instruction on the side.

I was horrified to notice that several children had beginning goiters (Nepal has no iodine in the soil). I asked our doctor about it, and since then each Friday finds us with iodized water which each child manages to pour into his mouth without touching the container's spout.

A field at a nearby school inspired one of our budding teachers to take a group over each morning for physical education training. Everyone seems to enjoy it, including the spectators who gather each morning and sit on the wall to watch.

Now, two months later, we have 50 students coming each morning, sitting around our little low red, blue, and green tables, and filling the courtyard fuller and fuller. But since nobody has to come, everyone seems happy about the situation—so much so that the students have named their institution Happy Free School.

Few Dull Days In Dhankuta

Volunteer Franqui Scott, of Red Bluff, Cal., has a B.A. in home economics from Chico State College. She teaches at Girls' High School in Dhankuta, but a typical morning sees her surrounded by children huffing and puffing and blowing the house down (in Nepali) as she teaches them about *The Three Little Pigs*.

By Franqui Scott

Dhankuta is on the saddle of a hill, 16 miles, or a day's walk, from the nearest hospital or other Volunteers.

There are five Volunteers temporarily living together in one house here. We have made three small apartments and share a kitchen, and dining room, and living room. The house was barren when we came to Dhankuta but is now moderately well furnished with things we have made.

Our day starts between 5 and 6 a.m. Mac Odell (Shirley Center, Mass.) is usually the first to rise. He starts breakfast, tutors three English students, and rushes off to college, where he teaches a history class.

The Hambricks, Ralph (Sarasota, Fla.) and Mimi (Alexandria, Va.), leave for college about 7. Ralph has a political-science class and Mimi teaches a literature class.

In the meantime the Scotts—Jim and I—take care of the home front. There are 100 chickens and two Hampshire hogs to feed, the garden to water, students to tutor, villagers to aid with some farm problems, and our lessons to prepare.

Mimi, Ralph, and Mac arrive home from college about 9:30. This gives them time to organize their lessons before they go to the high school at 10. Ralph, at the boys' school, teaches five or six periods of science and math each day. Mimi teaches math and English to the ninth-grade class and also teaches art and physical education to the first-grade class. Her school day ends at 12:30.

Mac and Jim go off to school at 10, even though they don't have classes until 2, after tiffin (lunch). But they have a lot to do. They have built a latrine for the boys' school and now Mac is converting a classroom into a carpentry shop for students.

Jim is now building a home-science laboratory for me at the girls' school. Mac teaches English conversation to Class 5 and carpentry to Classes 6, 7, and 8. Jim teaches English conversation to Classes 4 and 10 and agriculture to Classes 6, 7, and 8.

I teach three to six periods a day. They include home science, classes 6 to 10, and physical education and art for Class 1. After the home-science laboratory is completed, I hope to train teachers.

School ends at 4 but now activity

really begins. We take turns cooking so this leaves four of us free—free for laying water pipes, building fences and chicken coops, playing football and volleyball, and devising furniture for our rooms.

Together or separately we have built a smokeless *chulo* (mud stove), an oven, a bamboo-pipe system for water, and a 50-gallon drum complete with spout to store the water, a bamboo pig pen, a bamboo chicken house, bamboo counters in the kitchen, a rabbit coop, beds (made of bricks, cow dung, and planks), closets (bamboo), benches, sofas, and tables.

We have experimented with foods: smoked pork and buffalo, marmalades, jams, ketchups, breads, and sourdoughs. Our biggest improvement was good mud and cow dung floors, and mats over the ceilings to keep the soil from falling from the floors above.

We teach 5½ days a week, but have little time off. Thursday there is no school but we have market day, an enjoyable but tiring experience when we buy the week's supply of food. One Thursday a month when there is a good moon, we escape to the jungle for a picnic in the moonlight. We also have Saturday afternoons off—for teaching football to boys and baking to girls and teachers.

Our days are long and busy. Opportunities for achievement are always there. We hope to be able to accomplish something, even if a fraction of our expections.

Farming on the Stumps

Volunteers Richard Nishihara (Makawao, Hawaii) and David Sears (West Plains, Mo.) both have long experience in agriculture. Richard, a graduate of Lahainaluna High School, has done extensive poultry, dairy, and gardening work, and has been a member of Future Farmers of America. David attended Southwest Missouri State College, where he majored in agriculture.

By Richard Nishihara and David Sears

An agricultural station in Biratnagar, Nepal, is not like one you would find in Farmtown, U.S.A. Tarahara Agricultural Station was born about 14 months ago. Her father was the jungle, and her mother was the rich soil.

Father Jungle was a tough old man. Even after he gave up his timber, his roots held on for dear life. Men of the farm could not get rid of the jungle completely. The stumps remained, although the soil was no match for the plow, and Tarahara had its start.

This is the state of the land now. The battle against the stumps is being waged daily out in the fields. Manpower, local tools, and one tractor are the only forces battling the stubborn stumps, but a day never passes that a couple of them are not pulled out of the ground.

It is not amazing that the farming here has to be done "on the stumps." It is amazing that the farm was ever hacked out of the jungle. Land that was "cleared" months ago is still riddled with stumps. This situation did not alter the farm plans a single bit. Crops are planted between the stumps, and where important work requires, the stumps are dug out.

Clearing the land for farming is only the first step of the process in setting up Tarahara. The farm is set up to do research in many fields: entomology, horticulture, agronomy, soils, plant protection, poultry, and even fisheries.

At present, only 40 acres of land are under cultivation. The main crops are corn, wheat, rice, jute, mustard, and sugar cane. The farm employees, technicians, and field workers all live in thatched huts now, but buildings for them are under construction.

One of us, Dave Sears, works and lives on the farm. He is working with the farm management in clearing the land and establishing the farm. Eventually he will work in agricultural research.

Richard Nishihara, works as a zonal extension officer, spending most of his time out in the field and villages. He makes contact with the village farmers and persuades them to practice the agricultural techniques approved by the Nepal Department of Agriculture.

The future looks bright for the farm. Recently, 300 acres of jungle were bought to be cleared and added to the farm. It is only a matter of time until the land is completely cleared, adequate housing is available for the staff, and a laboratory is set up.

The farm will be a bright light for the area's farmers, who will be able to benefit from the findings of the experimental work. Then, everyone will reap the benefits of Tarahara.

TIPPY CANOE and a good guide, too, provide sturdy transportation for Volunteers Bob Murphy (center) of Oakland, Cal., and Peter Grote (right) of Baltimore, Md., crossing Naranyi River.

ON TOP OF THE WORLD are Volunteers Ken Martin (left) of Tampico, Ill., and Ken Van Sickle of Ellendale, N.D., working against snowy backdrop of Himalayas in building school latrine.

Learning From Pashupati

Shortly after arriving in the hill village of Dhulikhel, Volunteers Jerry Young (Reading, Mich.) and Ken Van Sickle (Ellendale, N.D.) began building behind their house the first latrine in the history of the town. It was not elaborate but it was original, and Pashupati, a teacher from the Volunteer's school, was impressed. A structure like this, he said, would be just the thing for the high school, and the Volunteer saw an ideal community project coming up.

Winter vacation began, and so did work on the school latrine. Three other Volunteers and I went out to help. But progress, unhappily, was p a t t e r n e d roughly as follows: the hole was dug (by Volunteers), bricks were carried and laid (by Volunteers), wood flooring was sawed and laid (by Volunteers).

The students came by—to watch with an air of faint amusement all the goings-on. So did Pashupati. How strange to see teachers, and American ones at that, doing menial labor, soiling their hands. Meanwhile, we were becoming aware of the workings of the Hindu caste system.

Patience Tried

As the walls grew higher, our irritation increased. Occasionally a student would carry a brick or two, at our request, but usually our modest pleas for help were met with the excuses from the students that they weren't strong enough to carry bricks, that they did "not know how" to do the work. Pashupati wasn't much more enthusiastic, though he would occasionally tote a brick or two. I slapped the last brick in place just as the last stores of my patience were depleted.

Later, in calmer reflection, I realized two things. First, we had made mistakes in conceiving and organizing the project. We had failed to make the students see that the latrine, and its relation to health and sanitation, was something of immense importance to them. Enthusiasm for any project arises only if the project relates to the experience of the people involved. Furthermore, we had followed the old American way of doing things: see what needs to be done, then pitch in and do it.

Support Necessary

This, Pashupati told us afterwards, is not the Nepali way. Nepalis like to make great plans, organize committees, have meetings. This we did not do, and we consequently failed to obtain positive community support from the beginning. Lacking that support, we did not achieve the personal ties we might have.

Second, our own example had brought definite, though at times barely perceptible, changes in the attitudes of our "helpers." Pashupati's attitude changed from skeptical bewilderment to outright co-operation. What he observed was an accomplishment of initiative and hard work, and as the building neared completion, more labor and less looking came forth. It was satisfying to see a few students voluntarily beginning to get their hands dirty.

The experience was certainly invaluable as a guide for the future on how to accomplish in this culture, which is in some ways so different from our own.

Our little structure, which now firmly rests on the side of a hill commanding the vast panorama from Annapurna to Mount Everest, was built under trying conditions, but I believe it offers promise for the future.

—Jim Fisher

LESSON IN RIPPING a 4-by-4, using a frame saw and an ingenious brace, is given to Volunteers Martin and Van Sickle by two Nepali carpenters working at high school in Dhulikhel.

NEWS IN NEPALI accompanies breakfast of Volunteer Peter Farquhar of Berkeley, Cal., one of several Volunteers teaching college and high school subjects in Pokhara, northwest of Kathmandu.

Tall Peaks and High Spirits

Volunteer Peter Farquhar, of Berkeley, Cal., has a B.A. in geology from Dartmouth and M.S. in geography from the University of Colorado. He is teaching a variety of subjects at the college and high school in Pokhara, which lies at the foot of 26,504-foot Mount Annapurna, the world's 11th highest peak.

By Peter Farquhar

While it is still quiet and dark in the bazaar, before the first rays of the sun strike the 20,000-foot peaks which tower over the valley, brewing a cup of tea over a primus and shaving in cold water by lamplight remain challenging experiences even after six months of practice.

As the ice peaks of the Annapurna Himal turn golden in the quickening dawn, and we begin our brisk mile walk to college, the bazaar begins to come to life.

The small primary school is silent now but later in the day it will buzz like a beehive as the children recite their lessons in unison. Then we pass a girls' school and the bamboo huts of the Normal School, where teachers are trained for the primary schools in surrounding villages.

As we arrive at Prithwi Narayan College, sounds of classes already in progress filter out through the walls of the long thatched bamboo hut of the college building.

Since many of the college's 80 students teach at other schools in the valley, the college holds classes from 6 to 9 a.m. We Volunteers have added history, geography, physics, and mathematics to the curriculum and teach classes ranging from a single student to 15. We probably contend with the same difficulties in communication, lack of equipment, and poor facilities as do other Volunteers, but here at least the progress is encouraging.

Prithwi Narayan College, named for the first king of Nepal, was founded two years ago entirely on local initiative and is now moving ahead at a rapid pace. We were recently able to start construction on a permanent college building designed by Volunteer Rolf Goetze, who works in Kathmandu.

Later in the day at the National Multi-Purpose High School, the atmosphere is somewhat different. There seems to be perpetual confusion; the school is understaffed for the number of children who want to learn.

Above the din of children running rampant in the halls a deafening gong announces the beginning of class. As the teacher enters the room, all students rise to attention. All through each period students continue to come in, each asking permission to enter, thereby disrupting the class.

At the doorway and at the back windows there is always a crowd of grinning children from other classes. But in spite of these difficulties, our relations with the staff and the students are extremely rewarding, and in the afternoons and evenings they form a steady stream of visitors to our house and library.

Life in this isolated valley has its ups and downs, just like the mountains around us; but the friendliness, co-operation, and aspirations of the Nepalese have always been enough to keep our spirits as high as the tallest peak.

Rapti Farm Grows, Grows

Volunteer Bob Shrader, who comes from Harrisville, W. Va., and graduated from its high school, for two years was president of his local club of the Future Farmers of America. He is working in agricultural extension at an experimental farm in Rapti.

By Robert D. Shrader

Rapti Farm was set up as an experimental as well as a commercial farm. The farm contains 1750 acres, of which only 235 are under crop now.

The farm has three main divisions: livestock, agronomy, and horticulture.

Taking first the livestock section, we have 117 acres under this project at this time, but I hope to see by next year about 500 acres. We have more than a hundred head of livestock, so we need to increase the livestock plot as soon as possible. Since I have been here, we have fenced 25 acres and sown it for pasture development. By next year I hope to see 200 acres under crop at the livestock section.

We have small acreages of wheat, oats, gram, barley, and mustard, and 35 acres in corn. I first had to plow the land. It was used as pasture before and had never been plowed.

We have just received nine head of New Hampshire pigs from His Majesty's Government to begin a swine project, which we hope will be a success.

The agronomy project covers 67 acres now, but we hope to have 100 acres by next year. With luck we will fence the agronomy section by next season, too.

Crops we have now are mustard, wheat, black gram, rice, cotton, sugar cane, sesame, and peanut. Fifty acres of corn are to be planted.

A Variety of Crops

The horticulture section covers 48 acres now, but we are planning to expand it this season to about 74 acres.

Present crops are doing well; they are banana, citrus, pineapple, mango, guava, litchi, papaya, and vegetable. We are planning to try figs, jack fruit, and cashew nuts to see if they will grow here. I think all three will do very well.

We are also working on an irrigation plan for the horticulture and the agronomy projects.

I like my work very much and also enjoy working with the people, who are pleasant and try to help in anything you ask them to do.

Nepal is a very nice place to live and work. I only wish that my tour was for four years instead of two, because there is so much that can be done to help these people have a greater and brighter life in the years to come.

Graduate Students in India Got Out and Dug

Larry Godfrey of Greeley, Col., received a B.A. in American civilization from the University of Wyoming, and an M.A. in English from Washington University. He is now teaching English at Arts College, Osmania University, Hyderabad, India.

By Larry Godfrey

Hyderabad, fabled southern Indian city of wealth and grandeur, until 1947 capital of the Nizam's princely state, is today the home of 15 Peace Corps Volunteers.

Our assignment is Osmania University, a sprawling institution of 22,000 students. Like Hyderabad City, itself a mixture of the romantic but static medievalism of the princely state and the dynamism of 20th century democracy, Osmania, since Indian independence, has sat Janus-like between old and new.

Until 1947 Osmania was a noted center of Urdu scholarship and culture. Since then, the Janus face looking forward has increasingly dominated the backward glancer. English has replaced Urdu as the medium of instruction; new departments and colleges have sprung up like bamboo sprouts in a monsoon rain. And, of course, the Peace Corps has arrived, scattering Volunteers into courses in English, history, journalism, geology, chemistry, chemical technology, zoology, agriculture, and home science.

To the question, "How is it going?," the response on one level is immediate: my personal satisfaction, at least, is complete. Certainly the experience of serving for two years as lecturer in an Indian university is a valuable and exciting experience for any green American M.A.

But on another level, the question is more difficult to answer. Our long-term value to Osmania University and to India probably will remain undetermined even after we have left India. To have functioned well within the university is admirable. We pompously commend ourselves for having taken our places in the Indian academic community with all the stormy vengeance of young graduates out to make careers.

For the university this seems to be enough, but for the Volunteer there always lurks the suspicion that some vague Peace Corps ideal demands something more—not traipsing across deserts of adversity, but something more than doing well the mundane professional duties that some of us will do the rest of our lives in the U.S.

Most of us want to do that "something more," but Peace Corps-ish jobs are hard to find on a city university campus. This is, perhaps, our major problem: adapting that elusive Peace Corps ideal to the university situation.

And so we attempt a compromise on weekends by escaping from our classrooms to work in the surrounding villages. Allen Bradford of Killen, Ala., has supplied valuable information to all of us by leading his journalism students in a communications survey of villages. Bradford's preliminary investigations have saved some projects from being only well-intentioned.

One of my most satisfying experiences was prompted by this necessity to salve my conscience. It hurt because while others are daily doing village work, I am in my regular job happily and comfortably teaching Shakespeare to intelligent and receptive Indian M.A. students.

With the Chinese invasion last fall and the effect it had on the cynicism of the Indian student, I was able to interest my English M.A. students in village social work. We met, talked the customary great deal, but then got down to a job. We found a nearby village with 150 schoolchildren crowded into one dismal room. The villagers agreed to share with the students the work of constructing a five-room schoolhouse.

On our first day in the village, Volunteer Rosalind Van Landingham of Atlanta, Ga., who teaches zoology at Osmania, led the girls into village homes to construct smokeless *chulas* (a scientifically designed mud stove), while the boys worked with the village men in digging foundation trenches.

By afternoon Rosalind and the girls had joined us in the trenches. The students were as soft as I, but digging by hand and laying mortar and stone up to the basement level, we shared blisters and aching backs, and the work was soon ready for village masons and carpenters to complete.

There have been many gigantic problems and trifling interferences: lack of money for materials, village politics, interruptions by student exams, and sometimes a maddening inertia among the villagers. These problems are still slowing down the work, but something has been achieved. *Shramdam* (volunteer social work) involving students has, if only on weekends and only temporarily, nonetheless succeeded.

Like, I suspect, most Peace Corps Volunteers of six months' foreign residence, we have on the credit side more plans than accomplishments. But again like most of the others we are eager to put these plans to the test.

Photo by V. S. Prasad

TAKING A BREAK, Volunteers Larry Godfrey and Rosalind Van Landingham survey foundation trenches for school they and their university students helped to build at Nerodmet, India.

Opportunities For Returning Volunteers

(Continued from page 1)

Harvard, University of North Carolina, and Pennsylvania State University.

Stipends will ordinarily cover the cost of tuition plus $1800 per academic year. Fellowships may be renewed for a second academic year depending upon the student's performance.

Personal interviews for Peace Corps Volunteers will take place in Africa and Southeast Asia in late May and June. Other interview arrangements will be made for Volunteers in Latin America.

Volunteers who intend to enter university programs in September, 1963, or January-February, 1964, must submit applications by air mail no later than July 1, 1963, to Clarence Thurber, Study Fellowships for International Development, Pennsylvania State University, 316 Sparks Building, University Park, Pa. Application forms have been air-mailed to Peace Corps Representatives.

While travelling, Volunteers must keep the committee advised of their addresses. The awards will be announced about Aug. 1, 1963.

Peace Corps Volunteers returning after January, 1964, may obtain information by writing to Clarence Thurber at Pennsylvania State University.

Following are additional career opportunities for returning Volunteers.

Fellowships and Scholarships

The Overseas Education Fund-League of Women Voters is starting a one-year training course this fall at Wellesley College for women interested in careers in citizenship education. The course will accommodate 10 women from Latin America and several from the U.S. Two $2000 fellowships are available to returning Peace Corps Volunteers. Applicants must have a B.A. degree, workable Spanish, and some knowledge of voluntary agencies or activities, and should preferably be between 25 and 35.

Write to Miss Patricia Wulp, Overseas Education, League of Women Voters, 1026 17th St. N.W., Washington 6, D.C.

George Williams College, a coeducational college emphasizing preparation for teaching and youth leadership, is offering several full-tuition scholarships to returning Peace Corps Volunteers. The award is for one academic year, but it may be renewed annually provided that the recipient meets the scholastic, leadership, and financial requirements. The scholarships may be used at either the undergraduate or the graduate level in any field of study offered by the college. Write to the Director of Admissions, George Williams College, 5315 Drexel Ave., Chicago 15, Ill.

The International Club of Long Beach (Cal.) State College has established a $150 tuition-and-books scholarship for a returning Volunteer. The scholarship may be used for either undergraduate or graduate study in any field.

It is available for a year's study by a student who is a legal resident of California, but for only a semester's study by a student from out of state. Apply to the dean of admissions of the college for general admission and to Paul Opstad, Foreign Student Counselor, Long Beach State College, Long Beach 4, Cal., for the scholarship. Application deadline is Aug. 1, 1963.

Manhattan School of Printing, a training institution for the printing trade, has established six one-year scholarships for returning Volunteers who want to enter the printing industry. Write to J. D. Robinson, Director, Manhattan School of Printing, 333 Sixth Ave., New York 14, N.Y.

University of Minnesota will offer in the fall of 1964 for graduate study in any field 10 tuition scholarships each to be supplemented by a grant of $350. These scholarships and grants will be carried forward for a period not to exceed five years. Any returning Volunteer whose Peace Corps training program was administered by the University of Minnesota or who holds a B.A. degree from this institution is eligible to compete. Write to Malcolm M. Willey, Vice President, Academic Administration, University of Minnesota, Minneapolis 14, Minn.

The Public Administration Center will supplement one of the above scholarships for a year with an assistantship or internship ranging from $200 to $240. Write to George A. Warp, Director, Public Administration Center, University of Minnesota, Minneapolis 14, Minn.

University of Maryland has set aside two graduate scholarships for qualified returning Peace Corps Volunteers for a new program in social-work education called "Community Organization and Neighborhood Development." The stipends will be $1800 plus tuition and fees. The program includes field instruction by the Baltimore Urban Renewal and Housing Administration. Interested Volunteers should write Dean Verl S. Lewis, University of Maryland School of Social Work, 721 W. Redwood St., Baltimore 1, Md.

University of Pennsylvania, Graduate School of Education, has announced 10 fellowships for returning Volunteers in a Special Teacher Internship Program leading to an M.S. degree in education and secondary-school certification beginning in September, 1963. The program includes a full calendar year of professional study and preparation and a one-semester teaching internship with pay in the Philadelphia public-school system. The fellowships will amount to a paid internship of $2100 and a one-half reduction of tuition. Additional financial aid is available. A statement of service from the Peace Corps and (when applicable) a letter from the headmaster of the school in which the Volunteer is teaching will be accepted in lieu of personal interview. Write to Albert Oliver, School of Education, University of Pennsylvania, Philadelphia 4, Pa. Applications must be received by July 15, 1963.

Pendle Hill, a center for study and contemplation operated by members of the Religious Society of Friends, is offering scholarships to returning Peace Corps Volunteers and American Friends Service Committee volunteers which will cover the full cost of one, two, or three

Foreign Students Put Up Funds For Peace Corps Scholarship

Career opportunities for returning Volunteers have taken on a new aspect with the offer of a $150 scholarship at Long Beach (Cal.) State College.

In gratitude for the work of Volunteers overseas, the International Club at Long Beach contributed the funds as a scholarship for a returning Volunteer [see details below]. The funds represent part of the proceeds of a variety show produced on the campus.

"Although the award is modest in terms of money, it is far from modest in terms of the motivation and sentiment that the award represents," Paul Opstad, foreign student counselor at Long Beach, said.

"The International Club is composed largely of foreign students who definitely wished to be on the giving end to those who have given so much of themselves to others out of the U.S.," he said.

Some 20 colleges and universities have offered scholastic aid to returning Volunteers, but this is the first scholarship to have been provided by students—foreign or domestic.

Earlier listings of opportunities for returning Volunteers were carried in the January, February, and March issues of THE VOLUNTEER.

terms during the academic year 1963-64. Although the center does not grant credits or degrees, arrangements can be made for study toward an M.A. at Haverford College while a person is in residence at Pendle Hill.

In addition to the regular Pendle Hill program, a special seminar will be held for returning Peace Corps Volunteers. Write to Dan Wilson, Director, Pendle Hill, Wallingford, Pa.

Teaching

The District of Columbia wants to attract returning Peace Corps Volunteers to teach in its school system. The district will give salary-placement credit for each year of Peace Corps teaching service in the same manner that it gives placement credit to teachers coming into the system with experience in other schools. Certified teachers should apply to Carl F. Hansen, Superintendent of Schools, Franklin Administration Building, 13th and K Sts. N.W., Washington 5, D.C.

New York State encourages college-graduate Peace Corps Volunteers, as well as volunteers of similar overseas and domestic programs, to consider teaching as a career. A college graduate with appropriate majors and voluntary teaching experience may accept a teaching job in public schools even though he lacks specific requirements for certification. The State Education Department will evaluate the Volunteer's training and experience and advise him of the ways in which he may achieve certification while he is teaching.

Volunteers completing service may prefer to enroll in a collegiate program approved by the State Education Department for the preparation of teachers. Satisfactory completion of such programs, without review by the department, will assure certification.

Volunteers interested in certification in New York State should write Carl J. Freudenreich, Director, Division of Teacher Education and Certification, State Education Department, Albany 1, N.Y.

U.S. Department of the Interior wants qualified returning Peace Corps Volunteers to teach in the Trust Territory of the Pacific Islands (the Marshall Islands, the Caroline Islands, and the Mariana Islands, excepting Guam). Schools are being constructed throughout the islands and several hundred qualified Americans are needed to teach at primary and secondary levels. Employment will include a two-year transportation agreement. Teachers will instruct in classrooms or will assist in instructing Micronesian teachers, or will perform in both jobs. Instruction will be in English. Experienced teachers will be employed at the GS-7 level and will receive 20 per cent overseas pay-differential plus a housing allowance. Teachers who do not meet the experience requirement will be employed at the GS-5 level. Two years of Peace Corps teaching experience or a state teaching certificate is required. Assignments will be made for the school year 1963-64 and for 1964-65. Peace Corps Volunteers should submit a Form 57 (Application for Federal Employment) in duplicate, including date of availability. Write Ray Uehara, Personnel Officer, Trust Territory of the Pacific Islands, Saipan, Mariana Islands.

Government

The City of Philadelphia is seeking returning Peace Corps Volunteers for positions as public-health engineers and as sanitarians. The engineering jobs require a degree in chemical, sanitary, or electrical engineering. Candidates for the position of sanitarian must have a degree in sanitary science, dairy or food technology, or in another acceptable program. For information write Dr. John J. Hanlon, Director, Community Health Services, City of Philadelphia, 500 S. Broad St., Philadelphia 46, Pa.

The International Peace Corps Secretariat wants to hire returning Peace Corps Volunteers to join the staffs of newly forming national volunteer-service programs in developing countries. The job in any one country will last until the local staff is trained to carry on by itself. For details write Richard N. Goodwin, International Peace Corps Secretariat, Washington 25, D.C. Include your qualifications and field of interest.

Other Opportunities

The Ralston Purina Co. is seeking returning Peace Corps Volunteers to work in educational and sales programs. Ralston Purina operates in many countries of Latin America and is planning to expand into Africa and Asia. Applicants should have a background in animal or life-science fields. Write to F. W. Huntington, Vice President, Personnel, Ralston Purina Co., Checkerboard Square, St. Louis 2, Mo.

Boy Scouts of America offers community-service career opportunities beginning as a district scout executive to returning men Volunteers. The work involves broad administrative duties related to the promotion and supervision of Scouting in the council territories. Responsibilities include the recruitment, training, and direction of volunteer leaders who work with boys.

In the professional service, opportunities are also available for men skilled in helping to solve the special problem of boys living in congested inner-city areas. Qualifications include a bachelor's degree and previous experience in Scouting. Qualified men may state geographical preferences for employment.

Write to Delmer H. Wilson, Personnel Director, Boy Scouts of America, National Council, New Brunswick, N. J.

The American Camping Assn. offers unlimited opportunities for returning Peace Corps Volunteers seeking summer employment. The association provides placement services for its membership, which consists of private, church, organizational, agency, and school camps throughout the United States. Applicants must have skills to direct activities in land sports, water sports, nature, arts and crafts, music, drama. Openings are also available for registered nurses, physicians, and office secretaries. Write to Miss Betty Lowenstein, Executive Secretary, New York Section, American Camping Assn. Inc., 342 Madison Ave., New York 17, N.Y.

The Society for Ethical Culture in the City of New York is seeking returning Volunteers for training and employment as teachers and for jobs in the field of civil rights. Write to Algernon Black, The Society for Ethical Culture in the City of New York, 2 W. 64th St., New York, N.Y.

The Cooperative League of the USA has overseas and domestic opportunities for returning Peace Corps Volunteers who are interested in the work and in the development of co-operatives. Write to International Affairs Department, The Cooperative League of the USA, 59 E. Van Buren St., Chicago 5, Ill.

The National Scholarship Service and Fund for Negro Students has requested applications from returning Peace Corps Volunteers for one or two professional staff positions available in July, 1963. NSSFNS is a private, nonprofit organization which attempts to increase the opportunity for Negro students in interracial colleges by means of a counselling and referral service and a program of supplementary financial aid. Qualifications are: preferably some experience in college admissions, financial aid, or high-school guidance; undergraduate or graduate work in the social sciences, particularly psychology, sociology, or education; extracurricular leadership in college. Write to Richard L. Plaut, President, National Scholarship Service and Fund for Negro Students, 6 E. 82nd St., New York 28, N.Y.

The National Council of the Young Men's Christian Assn. wants returning Peace Corps Volunteers for career opportunities throughout the United States. Positions are available in the fields of youth programs, physical education, adult programs, industrial work, business administration, student work, camping, transportation services, and armed service work. Starting salaries range from $4800 to $6000 annually. Some scholarships and fellowships for graduate study leading to careers in the YMCA are also available. For information write to Charles A. Wood Jr., Personnel Services, National Council of YMCA's, 291 Broadway, New York 7, N.Y.

Volunteers interested in work in New York City should write H. DeWitt Barnett, Personnel Department, YMCA, City Headquarters, 422 Ninth Ave., New York, N.Y.

Progress in Iran Diverse

(Continued from page 7)

Iranian teachers at first treated Dee and Jeff as guests and did not incorporate them into their program. Now, though —proof that the first six months are the hardest—Dee has been promoted: he is now assistant in charge of poultry and livestock. He also teaches English and has organized a science club.

Jeff, at the request of the school principal, has surveyed and mapped the school grounds. He has also proposed and built a rotation pasture for cattle. As part of the physical-education program in which he assists, he is building a soccer field.

We have found that a classroom here is limitless. For us English teachers, many a cross-campus trek has been interrupted by students bearing books with confusing English words.

As native speakers of English, we usually have little difficulty answering questions until they become technical. Very often in my other role—college librarian—I am seen reaching for a dictionary to find a sensible definition of such terms as *green manure, bladderwort, sorghum,* or *drainage.*

Jerry Clinton conducts English classes in every nook and cranny. He teaches freshmen, sophomores, and juniors and holds evening classes for the Iranian faculty members. Donna and I hold informal classes for faculty wives.

Donna, in addition to teaching English, is also dean of the college's girl-student minority of 10. (There are 130 men students.) She teaches educational psychology, is planning a course in rural sociology, and is making a survey of the grades of students here at the college.

In the agricultural line, John McKee is working on an asphalt-mulch experiment with fruit and vegetables to determine the earliest possible planting dates, to decrease soil salinity, and to conserve irrigation water. Besides teaching horticulture and basic farm mechanics, he assists in the agricultural-engineering department and is helping to landscape the college campus.

The fifth member of our group, Tom Piller, is earning a reputation as an artist since his lack of laboratory equipment has forced him to perform demonstrations by drawing on the blackboard with chalk almost every piece of apparatus used in chemistry.

Progress here takes many forms. Students who at first hesitated to speak English learned enough so that some even criticized our teaching methods. (This complaint has ceased; the trouble arose from their unfamiliarity with our American accents.) Workers who at first could speak no English are now replying in English when we greet them in Persian. This state of affairs doesn't help our Persian.

Two major problems have confronted all seven Ahwazi Volunteers. First, the students' educational philosophy compels them to memorize rather than to understand their school work. Knowledge for its own sake plays second fiddle to the belief that a mark or a degree is important for its own sake or for the job it can obtain.

Second, many students seem resigned to the belief that their country will not change. They feel they must either look for a secure position for themselves, or leave their country. No pat, idealistic phrase or show of righteous indignation can readily change such determination. Their understanding will come slowly.

Puerto Rico Training

(Continued from page 1)

tion of what the Peace Corps is all about. Our policy in the future will not be made by people unfamiliar with the practical and human problems of Volunteers."

The two camps now train about a quarter of all Volunteers, mainly those going to Latin America.

Training features such exercises as rock-climbing, drown-proofing (a tireless technique for survival in water), and hiking. Older Volunteers do only what they feel up to.

Shriver told the staff: "These won't be an easy two weeks. Anyone who thinks the camps are a vacation resort doesn't know anything about them. They are deep in the rain forest, isolated from main thoroughfares. The schedule of activity is tough and will demand the best of the staff, just as it does of the Volunteers."

GRACEFUL GHANAIANS are members of Obadzeng Dancers, a national troupe specializing in traditional dances but studying for the first time classical ballet under Volunteer Sue Bartholomew of Minneapolis, Minn. Sue, who teaches French in a secondary school, instructs dancers in free time.

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